

Physical Education¹: Grades 3-5

Standard Number² 1.0: Movement Forms/Motor Skills and Movement Patterns

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Learning Expectations³: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills
- apply basic skills in game-like experiences
- introduce strategies that occur in game-like situations
- acquire beginning skills in specialized movement forms
- apply basic rhythmic skills into rhythmic activities and creative sequences
- combine basic movement skills into specialized sequences
- demonstrate and modify traditional and popular dance sequences
- demonstrate and refine specialized educational gymnastics skills
- develop and refine a gymnastic sequence demonstrating smooth transitions
- develop patterns and combinations of movements in educational gymnastics, games and rhythm/dance
- use responsible behavior in safety procedures for all physical activities

Performance Indicators⁴

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 1.1.1 perform developmentally appropriate teacher designed games using a variety of locomotor, non-locomotor and manipulative skills
- 1.1.2 execute prescribed strategies in a variety of games
- 1.1.3 perform selected rhythmic activities and dance sequences
- 1.1.4 demonstrate competency in basic educational gymnastic skills in predetermined sequences

¹ Physical Education is a sequential and developmentally appropriate educational program that provides students with the knowledge, skills, fitness, and attitudes necessary to lead an active and healthy lifestyle.

² Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

³ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

⁴ Performance Indicators demonstrate progress toward the standard at each level.

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 1.2.1 demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings
- 1.2.2 apply basic skills in game-like situations
- 1.2.3 acquire specialized skills basic to a movement form and use those skills with a partner
- 1.2.4 apply fundamental offensive and defensive strategies in game-like situations
- 1.2.5 create, refine and perform a dance using repeatable sequences with intentional changes in direction, speed and flow
- 1.2.6 properly execute traditional and popular dances
- 1.2.7 create, refine and perform rhythmic activities using manipulatives
- 1.2.8 create, refine and perform educational gymnastic sequences alone or in groups
- 1.2.9 identify and apply safety principles in all activity situations

Level 3 - Students are proficient at this level.

At Level 3, the student will:

- 1.3.1 design and play a game that involves cooperating with others to keep an object away from opponents using necessary strategies
- 1.3.2 design, refine and perform individual and group dances using effort qualities and combinations of skills
- 1.3.3 design, refine and perform gymnastic sequences that use effort qualities and combination of skills

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number⁵ 2.0: Movement Concepts and Principles

A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

⁵ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

Learning Expectations⁶: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- recognize and analyze knowledge of movement concepts and principles in basic skills
- apply movement concepts and principles to improve performance of self and others in motor skills
- recognize and apply movement concepts and principles that impact the quality of increasingly complex movement performance
- practice basic strategies in game-like settings
- apply movement concepts and principles to rhythmic activities
- apply movement concepts and principles to educational gymnastics

Performance Indicators⁷:

Level 1 - Skills are introduced at this level

At Level 1, the student will:

- 2.1.1 use knowledge of movement concepts and principles to provide feedback to others
- 2.1.2 identify concepts of offensive and defensive strategies in a game-like environment
- 2.1.3 perform a simple movement pattern using skills and concepts in rhythmic activities
- 2.1.4 perform a simple educational gymnastics sequence using skills and concepts

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 2.2.1 use knowledge of movement concepts and principles to analyze the performance of self and others
- 2.2.2 identify and implement the concepts of offensive and defensive strategies in a controlled game-like environment
- 2.2.3 design and perform a simple movement pattern using skills and concepts in rhythmic/dance activities
- 2.2.4 design and perform an educational gymnastics sequence

Level 3 - Students are proficient at this level.

At Level 3, the student will:

- 2.3.1 identify and implement the concepts of offensive and defensive strategies in a dynamic, unpredictable game environment

⁶ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

⁷ Performance Indicators demonstrate progress toward the standard at each level.

2.3.2 design and perform a dance that combines skills and movement concepts into smooth flowing patterns with intentional changes in direction, speed, and flow

2.3.3 design and perform a movement sequence that combines traveling, rolling, balancing and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number⁸ 3.0: Physical Activity

A physically educated person participates regularly in physical activity.

Learning Expectations⁹: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- Participate voluntarily in physical activity outside the physical education class
- Identify and make use of opportunities at school and in the community for regular participation in physical activity
- uses physical education skills and knowledge for increased physical activity at recess and in the community

Performance Indicators¹⁰:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

3.1.1 participate in appropriate physical activities outside the school setting

3.1.2 participate in individual and small group activities in structured and non-structured physical activity settings

Level 2 - Skills are developing; mastery and assessment occur at this level.

At level 2, the student will:

3.2.1 analyze developmentally appropriate physical activities for recess, sport and recreation

3.2.2 plan a regular physical activity program and records participation

3.2.3 engage in regular physical activity outside the school setting

⁸ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

⁹ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

¹⁰ Performance Indicators demonstrate progress toward the standard at each level.

Level 3 - Students are proficient at this level.

At Level 3, the student will:

3.3.1 initiate and organize physical activity with family and friends

3.3.2 initiate and organize appropriate group activities at recess

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹¹ 4.0: Fitness

A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Learning Expectations¹²: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- engage in sustained physical activity that causes an increased heart rate for longer periods of time
- recognize and monitor the physiological indicators that accompany moderate to vigorous physical activity
- identify activities associated with each component of health-related physical fitness
- evaluate and improve personal levels of health-related fitness
- recognize that time and effort are necessary for improving and maintaining fitness
- recognize the importance of nutrition relative to fitness

Performance Indicators¹³:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

4.1.1 sustain moderate to vigorous physical activity for longer periods of time

4.1.2 monitor the change in heart rate that occurs during physical activity

4.1.3 identify at least two activities associated with health-related fitness and the benefits of these activities

4.1.4 recognize that physical activity contributes to improved fitness and personal well-being

¹¹ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

¹² Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

¹³ Performance Indicators demonstrate progress toward the standard at each level.

4.1.5 understand that there is a connection between nutrition and a healthy lifestyle

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

4.2.1 plan, monitor and set goals in daily physical activities for the purpose of developing and maintaining personal fitness

4.2.2 identify multiple physiological changes that occur during physical activity

4.2.3 identify and use each component of health-related fitness that contributes to the development of personal fitness

4.2.4 maintain a fitness portfolio for the purpose of assessing/evaluating each component of health-related fitness

4.2.5 enjoy achievement of health enhancing levels of fitness

4.2.6 understand the connection between MyPyramid (<http://mypyramid.gov/>) and the Activity Pyramid

Level 3 - Students are proficient at this level.

At Level 3, the student will:

4.3.1 apply knowledge of health-related fitness and nutrition to create a personal fitness plan to achieve and maintain a healthy lifestyle

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹⁴ 5.0: Personal and Social Responsibility

A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Learning Expectations¹⁵: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- apply rules, procedures and safe practices
- cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity
- recognize and value attributes of individuals
- treat others with respect during physical activity

¹⁴ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

¹⁵ Learning Expectations reflect what students should know and be able to do at the end of each grade level range.

- resolve conflicts in socially acceptable ways
- work independently and on-task

Performance Indicators¹⁶:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 5.1.1 identify appropriate rules, procedures, and safe practices for selected activities
- 5.1.2 work cooperatively with a partner or small group

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 5.2.1 apply classroom rules, procedures and safe practices within physical education and at recess
- 5.2.2 complete assigned tasks individually or with others in a productive manner
- 5.2.3 resolve conflicts in socially acceptable ways during physical education and recess
- 5.2.4 demonstrate sportsmanship during physical education class
- 5.2.5 interact positively with students in class regardless of personal differences

Level 3 - Students are proficient at this level.

At Level 3, the student will:

- 5.3.1 demonstrate sportsmanship in physical education, recess, and outside the school setting

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹⁷ 6.0: Values Physical Activity

A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Learning Expectations¹⁸: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

¹⁶ Performance Indicators demonstrate progress toward the standard at each level.

¹⁷ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

¹⁸ Learning Expectations reflect what students should know and be able to do at the end of each grade level range.

The student will:

- experience enjoyment while participating in physical activity
- seek personally challenging experiences in physical activity
- use physical activity as a means of self expression
- recognize physical activity as a positive opportunity for social interaction
- celebrate personal successes and achievements

Performance Indicators¹⁹:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

6.1.1 participate willingly in a variety of physical activities

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

6.2.1 describe feelings following participation in physical activity

6.2.2 value the challenges and achievements associated with fitness and skill development

6.2.3 select physical activities for the purpose of self-expression

6.2.4 challenge self to higher level of performance

6.2.5 enjoy participation in group activities

6.2.6 select a new physical activity for participation

Level 3 - Students are proficient at this level.

At Level 3, the student will:

6.3.1 seek personally challenging experiences in physical activity both in and out of school

Modification and extensions need to be made to meet the individual abilities of all students.

¹⁹ Performance Indicators demonstrate progress toward the standard at each level.